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The Amherst Project has announced a program available on a cooperative basis to schools, school districts, and regional educational groups interested in developing and implementing new high school curriculums along inquiry lines in American history and social studies. The program involves a coordinated effort at experimental curriculum development and inservice education designed to foster the conditions necessary for inquiry learning in the school, particularly in the inner-city. The heart of the program is the creation in local areas of "education development teams." each consisting of 30 people (20 classroom teachers and the rest support people: supervisors, school administrators, school board members, and college and university faculty in both history and education). Each team undertakes in its local area the program consisting of (1) a 5-day inservice orientation and learning workshop directed by the Amherst Project staff; and (2) a year or more of experimental curriculum development (designed as an end in itself and as a means of inservice education) in which teacher members, drawing on the support people of the team, work on the development of new curriculums. (Included with the program description are the goals and background of the project and information on the composition and selection of teams; eligibility for participation; costs to local groups; financial assistance and other resources provided by the Amherst Project.) (JS)

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THE AMHERST PROJECT

EDUCATION DEVELOPMENT TEAMS

General Information

Goals and Background

The program has been designed as a service to schools and school districts interested in developing and implementing inquiry curricula. It carries out the Amherst Project's mandate to encourage such development, and to train teachers and supporting personnel who will be involved. Its design is intentionally flexible and open-ended to enable schools to adapt it to their own particular needs and purposes.

Behind the program are a number of inter-related assumptions that grow out of the experience of the Amherst Project. Among these are the following:

(1) That curricular decisions must be made at the local level if courses are to be genuinely effective; and that inquiry learning implies and, indeed, requires that curricula be developed at the local level, responsive to the questions and needs of the students who will be using it. In this view the proper role of national curriculum development projects is to train teachers to develop their own curricula, and to provide units of material that may be used as building blocks by teachers developing their own courses.

(2) That experimental curriculum work is itself an enormously useful tool in getting teachers to re-think what they do in classrooms both in terms of how they do it and why, and that it is the best way of equipping them to make effective curricular decisions.

(3) That teachers willing to make substantial changes in what they do and how they do it need effective support, not only from other similarly-minded teachers but from an array of similarly-minded people in the school and community structure, including people in school administration, members of school boards, and college and university faculty both in the academic disciplines and in teacher education.

The program has evolved from three inter-related activities with which the Amherst Project has long been involved, specifically (1) summer writing camps for teachers interested in developing new curriculum materials, (2) the experimental trial of these materials by cooperating teachers throughout the country, and (3) in-service training workshops in discovery learning. Summer writing camps for teachers have been held at Amherst College every summer, with one exception, since 1960: the product of these has been a significant body of new materials for history teaching and, even more important, a rich experience for the participating teachers that has induced them to re-think what they do in history classrooms and why. The materials, in turn, have been made available through the Project for experimental use by cooperating teachers in selected schools throughout the country. The trial process, including systematic reporting that the Project requires of teachers, has itself been instrumental in inducing teachers to re-think the

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history courses they offer, both in terms of desired goals and in terms of what students actually do and learn; and the availability of "building blocks" of new material, not tailored to a pre-packaged curriculum, has often encouraged them to re-build their own courses, bringing in a wide variety of new and different types of material. Finally, the Project has sponsored since 1965 a series of one-week "discovery learning" workshops designed to induce in teachers a new set of questions and a style of question-asking about how people learn the nature of knowledge, and the implications of both for themselves as human beings and as teachers. Particularly where teachers have returned to school situations in which other people were asking similar questions and where the opportunity existed to change what they were doing, the workshops have been enormously successful.

The Education Development Team program represents a conscious effort to tie together these three activities and to move them into the schools as agents of educational change.

Composition of the Teams

Each team is to be composed of not more than thirty people, of whom approximately twenty should be classroom teachers and the remainder support people for those teachers. In the latter group should be included four or five key people in school administration, including coordinators and supervisors; one or two members of local school boards, if possible; and three or four faculty from a local college or university, including at least one historian and at least one man whose chief responsibility is teacher education.

Teams are selected by the schools involved, in consultation with Amherst Project staff. Schools are strongly urged to make participateion voluntary, and to choose as participants only people who are genuinely interested. They are strongly urged, as well, to avoid composing the team of individual "delegates" from separate schools and to choose instead clusters of teachers and administrators who work with each other.

The selection of college personnel is crucial to the success of a team, and should be carefully considered. This part of the program is designed to foster working relationships between teachers at the school and college level to the mutual benefit of both, and to build long-range continuity into the program. Schools are urged to choose people who have or might be expected to have some continuing interest in school programs, such as supervisors of practice teachers or others with whom area teachers have worked.

Curriculum and Age-level

Schools are encouraged to use the program to meet their own curriculum needs, so long as they are genuinely inquiry-oriented. While the materials to be developed in the program should pertain to American history, broadly defined, the program itself aims at the re-training of individuals and at fostering the conditions of inquiry in schools, rather more than the re-writing of any particular course. Schools should therefore view its possibilities in terms of their entire social studies curriculum, while at the same time being cognizant that the resources and materials of the Amherst Project center chiefly in the field of American history.

Similarly, the program is open to schools interested in curriculum work for any age level, but schools should be aware of the fact that the experience of the Amherst Project has been chiefly at the high school and junior high school levels. Available materials, except such as may be developed in the program itself, are limited to those levels. Nonetheless the Project will entertain invitations to work at other levels within the limits of its general competence, including both elementary and junior college education.

The Program

The phase one five-day workshop is intended to set in motion the team's activities and to generate both a style of question-asking and a set of questions -- about knowledge, students, and self, and the relationships between the three -- that participants can carry into the next phase of their work. Using inquiry or "discovery" techniques as a model, the workshop focusses on the question of how people learn and what the conditions are that make learning possible. Morning sessions include experimental classes taught by members of the Project staff working with a group of students, followed by a second hour of analysis of what happened by students, the teacher, team participants, and members of the Project staff. Afternoon and/or evening sessions include more experimental classes in which the participants engage variously as teachers and learners, plus seminars on the nature of history and historical knowledge, learning theory, and curriculum design. All experimental classes are video-taped for analysis by the participants.

The Amherst Project engages to staff the workshop with at least five members of its own staff, including the director, a staff historian, a learning psychologist, and at least two school-men. The Project also provides all necessary materials and, if not locally available, a video-tape system. Schools are expected to provide for the uninterrupted full-time participation of members of the team; for a group of approximately twenty-five students for two hour sessions each of the five mornings of the workshop; and for physical facilities for all sessions, including any necessary transportation.

Participating schools themselves are urged to take the lead in planning phase two, relating it to their own needs and to the composition of the team. During this phase three teacher/members of the team are expected

to work on released time during the term-time on experimental materials to be tried out, evaluated and further developed by all the other members of the team. The Amherst Project engages to support this released time to the extent of $1000 for each of the three teachers involved, with the expectation that the schools will at least match this sum to free the three teachers for at least one-half time for one semester or one-fourth time for two semesters. In addition, schools should expect to provide for at least one member of the team to act as coordinator, distributing materials and providing for their systematic evaluation by other members of the team, working both in their own classes and in groups. The Amherst Project will provide between five and ten consulting days by members of its staff returning to the local area to work with members of the team, in particular those teachers who are developing materials; and the Project will make available to teacher/members of the team experimental materials being developed either by other teams or by the Project itself.

Costs: the School Contribution

The estimated costs for a team are summarized in the announcement brochure. Schools are encouraged to meet these costs in any way that seems most feasible, and to seek cooperative arrangements with other schools, school organizations, and/or local colleges where appropriate. The actual costs to schools will in fact vary considerably depending on how schools elect to plan for the team and the time of year of the phase one workshop; and schools are likely to find that many if not most of the costs can be subsumed under one or another category of regular school budgets.

Schools are expected to provide for the full-time uninterrupted participation of all team members in the phase one workshop, whether by paying regular stipends to participants and/or by the hire of substitutes for participants who may be on regular salary. Schools may handle this by whatever means is appropriate to their budgets and the time of year at which the workshop would be held. The Amherst Project has a small budget to assist schools in freeing participants in exceptional cases where schools would not otherwise be able to afford the program. Such funds are generally available only to schools in poverty areas, and their need must be indicated at the time of initial application.

Schools may also handle by whatever means seems appropriate, the released time for the three teachers who will develop materials in phase two, and compensation for the coordinator in phase two. Whether schools elect to handle the released time of the teachers through direct salary or through the hire of substitutes, the effective school contribution must at least match the contribution of the Amherst Project, and it must result in a genuine load reduction for the teachers of at lease one-half time for one semester or one-quarter time for two semesters.

The substantial involvement of college members of the team in phase two must be assured either through the school budget or through cooperative support by the colleges.

Replication Teams

The replication process is designed particularly for people in Title III and Title IV centers with on-going programs of in-service education and curriculum revision, who may wish to use the program as a design model and for the training of leaders. It is adaptable also to the needs of large school districts who may participate directly in the regular program but want to involve more than the thirty people who can be engaged in a single team.

The Amherst Project contributes nothing financially to the Replication Teams but engages to train the leaders in regular training workshops without charge. In addition the Project will provide at cost both staff-consultation time and materials, to be arranged in specific cases.

Dates and Availability

The program is currently funded through June, 1970, and is available to schools wishing to start teams at any time throughout the year. Only a limited number of teams can be funded in any given year, and dates for the phase one workshop must be arranged with regard to the existing commitments of Amherst Project staff.

The Commitment of Participating Schools

Schools should not take lightly their commitment to the program, or see it solely in terms of meeting costs or providing physical facilities. Selection of schools will be made on the basis of the imaginative quality of the commitment schools are willing to make, as well as the promise they exhibit of being able to make effective use of the program in meeting well-defined local needs.

Special Provisions

The program is supported by the United States Office of Education through the Bureau of Research (until June 30, 1969) and thereafter under the Education Professions Development Act. In the academic year 1969-1970 one-third to one-half its resources are to be allocated to inner-city schools. Discrimination on grounds of race, creed, or color is prohibited as indicated in the announcement brochure.

keeping thirty participants

Salaries, travel and expenses for

The Amherst Project
announces a program of

EDUCATION DEVELOPMENT TEAMS

for Curriculum Innovation and In-service Education

Sponsored by the Committee on the Study of History ("The Amherst Project") cooperatively with local school districts, groups of schools, or regional educational organizations.

PURPOSE

The Amherst Project announces a program available on a cooperative basis to schools, school districts, and regional educational groups interested in developing and implementing new curricula along inquiry lines in American history and social studies. The program involves a coordinated effort at experimental curriculum development and in-service education. It seeks to foster the conditions necessary for inquiry learning in the schools, while at the same time providing training and support for teachers and supporting personnel, including supervisors and school administrators, members of school boards, and college and university faculty in both history and education. It seeks also to foster inquiry learning in inner-city schools, and one-third to one-half its resources are allocated accordingly. The program is supported by the U.S. Office of Education under the Education Professions Development Act.

The heart of the program is the creation in local areas of "education development teams", each consisting of thirty people, approximately twenty of whom are classroom teachers and the rest support people for those teachers as listed above. Teams are selected by the participating group, in consultation with Amherst Project staff. Each team undertakes in its local area the program described below, including both an in-service workshop and experimental curriculum development geared to local needs.

The program is based on the assumption that inquiry learning implies the continuous growth and development of teachers; that this growth may best be connected with the building of the curricula that teachers themselves will use, and should involve the cooperative efforts of teachers, curriculum consultants, and college faculty; and that the most effective curricula are those designed to meet local needs.

ELIGIBILITY

Schools, school districts, clusters of schools or districts within a contiguous area, or regional education groups are eligible for participation in the program. Applicant groups should address inquiries to the address listed below. Applicant groups who are not accepted for direct participation in the program, or who may be anxious to relate it to an on-going curriculum program of their own design, may participate secondarily through the replication process described below under "Replication Teams." Such participation is particularly encouraged for Title III and Title IV centers.

THE PROGRAM

The program for each team is in two phases. The first phase is an intensive five-day learning workshop directed by the staff of the Amherst Project, intended to set in motion the team's activities. The workshop involves systematic analysis of both live and video-tape classes, and extended discussion of the nature and problems of learning and the nature and purposes of history study. The workshop is designed primarily to generate both a style of question-asking and a set of questions—about knowledge, students, and self, and the relationships between the three—that team participants can carry into the next phase of their work.

The second phase of the work is designed to extend over a year or more, and has as its heart experimental curriculum development, both as an end in itself and as a means of in-service education. During this phase

teacher/members of the team are expected to work, both on their own and in groups, on the development of new curricula, drawing in their work on the support people on the team. In aid of the work three teacher/members are assigned to the development of experimental curriculum materials, working on released time equivalent to one-half time for one semester or one-quarter time for two semesters, supported on a matching-fund basis by the Amherst Project and the school district. In addition to the new materials developed within the team, members of the team will have available to them for trial experimental materials being developed by the Amherst Project nationally, and through the work of other teams. A local coordinator is expected to supervise the day-to-day experimental activity of team members, and members of the staff of the Amherst Project will return periodically during this phase of the work for assistance and consultation.

COSTS, RESOURCES, AND FACILITIES

Schools or school districts are expected to provide physical facilities for the phase one workshop, as well as the services of approximately twenty-five students for two consecutive morning hours during the five days of the workshop.

The estimated costs per team, in addition to the above, are as follows:

Costs to be borne by Schools or School Districts

Freeing thirty participants, 5 days of phase one workshop	$3000*
Half share of released time, 3 teacher/writers, phase two	3000
Consultation with college team members, phase two	1000
Stipend for phase two coordinator	500
Supplies and production costs for team-produced materials	1000
	$8,500*

Costs to be borne by Amherst Project

Salaries, travel and expenses for Project staff, phase one workshop	$4000
Half share of released time, 3 teacher/writers, phase two	3000
Project staff for consultation, including travel, phase two	500
Production costs for non-team-produced materials	3000
	$11,500

*In exceptional cases the Amherst Project will pay stipends and dependency allowances to the participants in the phase one workshop, relieving the school or school district proportionately.

REPLICATION TEAMS

School, school districts, or Title III and IV projects wishing to replicate the process on their own, or to relate the training program to curriculum work of their own design, are encouraged to do so. Upon acceptance by the Amherst Project the nucleus of a staff for a replication team may participate without charge in a Project phase one workshop. The nucleus is then expected to staff a similar workshop and establish a similar system of in-service education and curriculum development in their own district. A typical nucleus might consist of a supervisor and an influential teacher, or two influential teachers, from a local school district plus an historian and a learning psychologist or trainer of teachers from a local college or university.

The estimated costs for a typical replication team would be as follows:

Released time, travel, and expenses for four-man staff nucleus for training workshop	$2000
Staff nucleus for phase one workshop of replicated team	1000
Amherst Project consultant/staff member for phase one workshop (if desired)	500
Freeing thirty participants, 5 days of phase one workshop	3000
4 teacher/writers to prepare experimental materials, released-time or summer	6000
Consultation with college team members, phase two	1000
Stipend for phase two coordinator	500
Supplies and production costs of materials	2000
	$16,000

DISCRIMINATION PROHIBITED

Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." The program described herein is operated in full compliance with this law.

THE AMHERST PROJECT

The Amherst Project of the Committee on the Study of History is a research and development project focussing on the application of the newer inquiry or "discovery" approaches to the study of history. Since 1961 the Project has been engaged in the development of experimental materials for history study, and in an extensive program of in-service workshops for school personnel interested in exploring the implications of the new approaches both for classroom use and for school administration. The Project has also sponsored workshops for the directors and staffs of NDEA History Institutes.

The work is carried on under the advisory supervision of a national committee of historians and educators. Sponsored initially by Amherst College and now by Hampshire College, Amherst, Massachusetts, it has been supported by various grants, chiefly from the United States Office of Education. Chairman of the Committee is Van R. Halsey, Jr., Director of Admission at Hampshire College. Director of the Amherst Project is Richard H. Brown, formerly Associate Professor of History at the University of Massachusetts and at Northern Illinois University.

For further information write

COMMITTEE ON THE STUDY OF HISTORY

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